

The role of Cooperative Learning in Attaining Inclusive Education in the Classroom, Creativity and Innovation in Secondary schools in Mwanza Region- Tanzania

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Abstract— Cooperative learning is a strategy that teachers can use in the classroom to help students achieve better performance and also help in building positive interaction among students, giving all the learners chances to be active in the learning process. The world today is facing challenges in attaining inclusive education for all. The aim of this study is to examine the role of Cooperative learning in attaining Inclusive Education in the classroom. During presentation the presenters will present on the importance of Cooperative learning in attaining Inclusive Education in the classroom. Also the presenter will present on the challenges that hinder cooperative Learning in attaining inclusive learning in the classroom. Lastly, this paper discusses the basic strategies that would be employed to improve Cooperative learning as the strategies to attain inclusive Education in the classroom. The study employed qualitative methods in data collection. The targeted population was teachers and students in five secondary schools, purpose sampling technique employed to select English teachers while randomly sampling to select students. This paper concludes that, in Order to attain inclusive Education, it is a vital for every educator to attain training on how to develop cooperative Learning. Also teachers should invest more in research and accept radical changes in the teaching and learning processes.

Keywords— Cooperative learning, Inclusive Education, Creativity, Innovation.

I. INTRODUCTION

Cooperative learning has been defined by different scholars, Singh and Agrawal(2011) defined cooperative learning as the learning process in which individuals learn in a small group with the help of each other. In relation to what has been defined by Singh and Agrawal, also Ramos & Pavón (2015) defined cooperative learning as a teaching technique in which learners from different background are learning in groups to accomplish a common goal. Therefore, from above definitions, cooperative learning is a strategy that teachers can use in the classroom to help students achieve better in their studies; also it helps in building positive

interaction among students by giving equal chances to learners to be active in the learning process as they learn from each other in the classroom.

Tilya and Mafumiko (2008) conducted a study on the compatibility between Teaching Methods and Competence-Based Curriculum in Tanzania and come up with the findings that cooperative learning has been implemented in universities through participatory methods whereby teachers formulate various groups of learners who work together during their own time to work on the assignment given by their teachers.

Tran (2014) reported that cooperative learning inspired students on retention. Students were interested to work in groups because it was observed that students in small groups were involved in the assignments through discussion. Their involvement in groups admires them to understand the content of their course and gain more knowledge. Therefore, cooperative learning perceived as the cooperation in teaching and learning process. Cooperative learning involves students to students and teachers to students. Good teachers allow interaction during teaching and learning process whereby students are being given chances to express their views on what the teacher is going to teach through sharing to the whole class.

II. STATEMENT OF THE PROBLEM

Working together in the classroom promotes interaction between students and teachers in teaching and learning process. The ministry of education in Tanzania through instructional supervisors in educational institutions encouraged more participatory method during teaching and learning process. The ministry of education prohibited teachers centered curriculum and encouraged students centered curriculum that is mostly cooperative than teachers centered (Iddy and Chiwanga, 2017). All these efforts that were being done by the government aimed at providing quality education to all learners in inclusive schools. Cooperative learning helps learners with different background to work together and understand from each other than listening to teachers only. The implementation of cooperative learning in Mwanza Region was not more supervised in schools. Teachers were only formulating groups in the classrooms that were not being emphasized in daily teaching and learning process especially in teaching English subject that needs more classroom interactions in speaking, writing, reading and listening. Therefore, from the above situation on cooperative learning in Mwanza Region, the current researchers decided to investigate on the role of Cooperative Learning in Attaining Inclusive Education in the Classroom, Creativity and Innovation in Mwanza Region-Tanzania by looking the impact of cooperative learning in attaining inclusive education in the classroom, the challenges facing cooperative learning in attaining inclusive education in the classroom and to determine basic strategies that would be employed to improve cooperative learning.

III. PURPOSE OF THE STUDY

Specifically, the study aimed at:

- i. Exploring the impact of cooperative learning in attaining inclusive education in the classroom
- ii. Assessing the challenges that face cooperative Learning in attaining inclusive education in the classroom
- iii. Determining basic strategies that would be employed to improve cooperative learning as the strategies to attain inclusive education in the classroom

IV. SIGNIFICANCE OF THE STUDY

Policy makers and curriculum developers will be aware on the importance of using cooperative learning in secondary schools in Mwanza region and Tanzania in general by introducing education policy that will guide teachers and students in the implementation of cooperative education to improve creativity, innovations and performance of students. Also, it will help them to review the present educational policy and curriculum with the aim of introducing cooperative learning to improve learning abilities in English Language. The information gathered through this study would help teachers, students and researchers in education to have better understanding of cooperative learning in teaching secondary school students. Lastly, the study will help the community members to have graduates who will be more practical in various innovations, creativity and language skills like speaking, reading, writing and listening who can be used in the society as leaders and producers.

V. LITERATURE REVIEW

In this section researchers made strong discussion of the findings of other scholars based on the objectives of the current study. From those works researchers noted research gaps that have been worked on in this study.

5.1 The Impact of Cooperative Learning in Attaining Inclusive Education in the Classroom

Chukwuyenum, Nwankwo, Tooichi (2014) conducted a study on the impact of cooperative learning on English language achievement among senior secondary school students in delta state, Nigeria and come up with the findings that cooperative learning resulted to innovation, creativity, mastering of writing, reading, listening and speaking to secondary school students. Also, the study identified that, cooperative learning

resulted to involvement of students in the classroom and students academic performance. Researchers concluded that, cooperative learning strategies should be given emphasis in the curriculum of teachers' education to improve students' achievement. Therefore, cooperative learning helps to raise the academic achievements of students in secondary schools. Despite being aware of the academic achievements of cooperative learning for developing creativity, innovation and performance of students but still the curriculum of Tanzania is not much insisting on cooperative learning. In most schools in Tanzania education is not provided by using cooperative learning in the way that, classrooms have been constructed to face the teacher who is located in front of the class as reported by Tilya and Mafumiko (2008) that students were not full involved in learning by using teacher centered curriculum although, the government is trying to shift from teacher centered curriculum which is exclusive to students to centered curriculum which is inclusive. Students benefit more in inclusive education when they are fully involved in the classrooms. Nihukaand, Ambrosi (2012) conducted a study on the learner-centered approaches for curriculum implementation in secondary schools: Teachers' perceptions and challenges reported that, teachers were not well prepared to implement cooperative learning by involving students in the classrooms.

Therefore, cooperative learning is most important in teaching secondary school students for the aim of promoting innovations, creativity and academic performance. Therefore, in Mwanza region, all secondary school teachers should implement cooperative learning in teaching their students so as to make them more creative and innovative in all subjects. Therefore, after reviewing various literatures, the researchers identified the gap that most of the studies on cooperative were done in primary schools and higher learning institutions. Therefore, the current study will cover the gap by investigating the role of cooperative learning in secondary schools.

5.2 Challenges Facing Cooperative Learning in Attaining Inclusive Education in the Classroom

Amedu, & Gudi, (2017) conducted a study in Nigeria on attitude of students towards cooperative learning in selected secondary schools in Nasaraw State and come up with the findings that, cooperative learning is not well implemented because of some factors such as larger number of students and shortage of teaching and learning materials. These two factors were the challenges facing cooperative learning. In addition to that also, the study conducted by Anania and

Rwekaza (2014) conducted a study on co-operative education and training as a means to improve performance in co-operative societies in Tanzania and discovered that, cooperative learning is being affected by many challenges such as larger number of students and poor English base. This was supported by UWEZO (2010) that, majority of pupils in Tanzania complete standard seven without knowing how to read and write in English. Therefore, it affects cooperative learning when teachers formulate groups and ask them to have discussions. The effectiveness of cooperative learning can only be observed out of the identified challenges. The study conducted by Bee (2014) discovered that, cooperative learning in Tanzania is facing the challenge of lacking clear education policy of cooperative learning in schools. They identified that the ministry of education insist on collaborative learning but there is no policy enacted to support cooperative learning in secondary schools. Teachers are being prepared to be source of knowledge in the classrooms. In relation to that some teachers prefers to use cooperative learning but they are being restricted by time and number of students in the classroom because a single period is having 40 minutes while double period consist of 80 minutes that are not enough to conduct cooperative learning in the larger class.

In this section researchers noted the gap that in Mwanza region there are very few studies investigated on the role of cooperative learning inclusive education in the classroom, creativity and innovation. Therefore, most of the studies were investigated in Arusha, Dar es Salaam and Mbeya.

5.3 Strategies to Improve Cooperative Learning to Attain Inclusive Education in the Classroom

The study conducted by Wachanga and Mwangi (2004) suggested that for better improvement of cooperative learning the government should improve school infrastructures and teaching and learning materials including chairs, and tables. In cooperative learning students should be allocated in groups and teachers is being a facilitator by passing through groups to facilitate learning.

Yaduvanshi and Singh (2018) recommended that the government need to enact education policy that will guide teachers and learners on implementing cooperative learning in schools, reduce the number of secondary school students and teaching English language from primary school to higher learning institutions. The outcome of these strategies will be better performance of secondary school students, mastering of contents and improvement of infrastructures whereby t the

required number of students in the class will simplify teaching and learning process. The outcome of cooperative will be helpful for the policy makers, teachers, students, parents as well as school authorities.

Therefore, Cooperative Learning creates conducive and harmonious classroom environment for learners if the above solutions will be implemented as suggested by various scholars that cooperative learning dominates with compassion, cooperation, friendship and equal participation of all students in learning process. All these facilitate creativity, innovations and performance of secondary school students. Therefore, cooperative learning in secondary schools promotes learning of all types of students from different background to learn better and faster from their own peer group. Therefore, cooperative education can bridge the gap between male and female in the classroom by involving all students in their groups and hence be creative and innovative.

VI. METHODOLOGY

The study is pure qualitative method whereby only interview guiding questions were used to gather information from the respondents. According to Leedy & Ormrod (2005) data collection instruments refer to the methods researchers use to gather data for a study. Qualitative researchers often use multiple forms of data in any single study (p.143). In addition to that also, Marshall and Rossman (2011) reported interview is the best method of data collection in qualitative research and many scholars apply interview during data collection. Therefore, this study used only interview to collect information to the respondents. The targeted populations of the study were secondary school teachers and secondary school students in Mwanza region whereby 5 secondary schools were selected in the current study. Researchers used Yamane formula of 1976 to calculate the sample size of the study whereby the total sample size of 50 respondents was used. The study employed purposive sampling to select secondary school teachers while simple random sampling was used to select secondary school students who formulated a total sample size of 50 respondents. According to Oluwatayo (2012) research instruments are proved to be validity to be used in collecting data if they provide the results above 0.6. Therefore, from Oluwatayo's words, researchers decided to use the instruments in the actual study. In relation to validity and reliability of the research instruments, data were recorded in

the notebook and some respondents who were willingly to be recorded by phone recorder were recorded. Lastly, researchers observed all ethical consideration to respondents such as confidentiality, referencing, respect and proper acknowledgement of other scholars' works.

VII. RESULTS AND DISCUSSION

The presentation and discussion of the research findings were done based on the research objectives as shown below.

7.1 The Impact of Cooperative Learning in Attaining Inclusive Education in the Classroom

The findings from secondary school teachers and students on the impact of cooperative learning was positive since majority of them pointed out positive impact of cooperative learning in teaching and learning process in attaining creativity, innovations and academic performance of students as presented in table 1.

Table 1: Impact of cooperative learning

Item	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Mastering of English language	4	40.0	10	25.0
Students' academic performance	3	30.0	10	25.0
Involvement of students	3	30.0	20	50.0
Total	10	100.0	40	100.0

Source: Field Data, 2019

Mastering of English Language

Table 1 shows the results findings that 40.0 percent of secondary school students and 25.0 percent of secondary school teachers pointed out that cooperative learning impacted to mastering of English language in secondary schools in Mwanza region. The respondents identified through interview questions that they are mostly motivated by being involved in the classroom to read, write, listening and speaking things that makes them to be more competent in the classroom. Teachers' identified that students are learning well if they get chances of making discussion with their peers. During interview on the impact of cooperative learning the respondents had this to say.

..... from my experience as a classroom teacher, cooperative learning improves learners ability to speak, write, listen and read. Through cooperative learning most of the students are learning from both fellow students and teachers. Therefore, through cooperative learning students learn better when they meet with their fellow in the discussion and presentation of the discussion that is always done by students themselves (Interview 1, 2019).

In relation to what has been said by classroom teacher also one of the students interviewed responded that,

..... It is better if teachers formulate groups and gives us questions to discuss before starting teaching as a result it gives us various skills like listening, speaking, reading and writing. But some of classroom teachers perceive students as empty headed while we have something that can be seen from the contribution of others (Interview 2, 2019).

Therefore, the findings obtained indicates that, students benefits more in cooperative learning in improving English language. English language is the language that is being used as the language of instruction in Tanzania. Therefore, all subjects are being taught by English except Kiswahili that is being taught as a subject in Kiswahili because it is a national language. Therefore, the findings obtained from the current study were similar to what was observed by Chukwuyenum, Nwankwo, Tooichi (2014) that cooperative learning resulted to improvement of English language to students since they are being involved in language skills like speaking, listening, writing and reading in the classroom.

Students' Academic Performance

Also table 1 show that 30.0 percent of secondary school students and 25.0 percent of secondary school teachers pointed out that, cooperative learning resulted from better students' academic performance in secondary schools in Mwanza Region. The findings proved that some of the secondary schools which practiced cooperative learning had good students' academic performance. Teachers in one of the secondary schools proved that their good performance has resulted from cooperative learning. He commended that,

.....the involvement of students in teaching and learning process is one of the strategies that have increased our performance; students enjoy the class if teachers use them in the class to demonstrate various things that relates to the topic that is being taught. Therefore, students should be taught in the groups to allow them interact with their fellow and learn other things from their friends (Interview 3, 2019).

The findings show that, students academic performance can be raised due to the use of cooperative learning that in most schools in Mwanza Region the environments do not allow teachers to use cooperative learning in teaching and learning. The findings show that in most schools that practiced cooperative learning had good academic results. Ambrosi (2012) discovered that, cooperative learning is most important in teaching secondary school students for the aim of promoting academic performance. The study identified that, cooperative learning resulted to involvement of students in the classroom and students academic performance.

Involvement of Students

The findings in table 1 show that 30 percent of secondary school students and 50 percent of secondary school students identified that cooperative learning resulted to students' involvement in the teaching and learning process. Respondents identified that through cooperative learning they are being involved. One of the classroom teacher involved in the study identified that,

Involvement of students in the classroom resulted to creativity and innovations. Students gain confidence when they are given chances to discuss with their peers in their groups. Therefore, cooperative learning gives them chances to work with their peers with different educational abilities that motivate them to work hard and become creative in specific subjects (Interviewee 5, 2019).

The findings on the students' involvement show that, they feel better if their teachers give them chances to discuss with their peers as reported by Tilya and Mafumiko (2008) that students were not full involved in learning by using teacher centered curriculum although, the government is trying to shift from teacher centered curriculum which is exclusive to students to centered curriculum which is

inclusive. Students benefit more in inclusive education that is cooperative learning because students are being fully involved in the classrooms. Therefore, the study identified three impacts of cooperative learning in Mwanza region which are; mastering of English language, good students' academic performance and students' involvement in the classroom. Therefore, inclusive education, creativity and innovations are the outcome of cooperative education. Students can be creative and innovative if teachers involve them in teaching and learning [process through cooperative learning].

7.2 Challenges Facing Cooperative Learning in Attaining Inclusive Education in the Classroom

In this sub section the study aimed to investigate the challenges that faced cooperative learning in attaining inclusive education. In this objective the researcher found out that, cooperative learning is facing various challenges as presented in table 2.

Table 2: Challenges of Cooperative Learning

Item	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Poor English base	4	40.0	15	37.5
Larger number of students	2	20.0	8	20.0
Shortage of teaching and learning materials	4	40.0	17	42.5
Total	10	100.0	40	100.0

Source: Field Data, 2019

Cooperative learning is not well being implemented in Tanzanian secondary schools because of the challenges as reported by Nihuka and, Ambrosi (2012) that, teachers in Tanzania were not well guided to implement cooperative learning by involving students in the classrooms. Therefore, the findings of this study supported Nihuka and, Ambrosi (2012) that cooperative learning was not well implemented due to some of the challenges facing cooperative learning in secondary schools. The study identified four challenges that resulted to poor implementation of cooperative learning in Tanzania.

Poor English Base

Table 2 shows that, 40 percent of secondary school teachers and 37.5 percent of secondary school students identified that

cooperative learning in Mwanza region is not well implemented because of poor English base of students. The respondents identified that majority of students who were being enrolled in secondary schools from primary schools were not able to read and write in English language. This was due to the fact that, in primary schools all subjects are being taught by using Kiswahili language except English language subject that is being taught as a subject. This was identified during interview to one of the interviewees, who lamented that,

.....cooperative learning cannot be implemented if learners are not able to discuss in English, therefore, the system force secondary school teachers to be source of knowledge because learners expect and depend from teachers to learn English and subject content that depending from their peers. In other schools where whose students have good English language base students are well motivated in cooperative learning (Interviewee 5, 2019).

Therefore, the findings from the respondents proves that English Language is the problem toward implementing cooperative learning in attaining inclusive education in secondary schools in Tanzania. The findings of UWEZO (2010) identified that, majority of pupils in Tanzania complete standard seven without knowing how to read and write in English. As a result, most of them who are selected to join secondary education fail to make discussion in English language that is the medium of instruction in secondary schools. From the above views, cooperative learning is not well implemented and inclusive education cannot be attained from students who have poor English base from primary schools.

Larger Number of Students

The findings in table 2 show that, 20 percent of secondary school teachers and 20 percent of secondary schools who participated in the current study pointed out that, larger number of students in the classrooms affected implementation of cooperative learning in attaining inclusive education. The study identified that teachers were not able to implement cooperative learning in the class of more than 40 students. According to the curriculum of Tanzania in secondary education the normal class for secondary education is suppose to have the total number of 40 students but in current years after free basic education the number of

students enrolled increased and hence the total number of students to increase up to more than 100 students in a class.

The findings from this study proved that overcrowded classrooms affected cooperative learning as one of the classroom teacher pointed out that,

.....how can I formulate group in a class of more than 100 students and manage to all the groups in 40 minutes or 80 minutes. The larger number of students in the class forces us to use other teaching strategies so as to help all learners in the classroom to get something in at the end of the period. Therefore, inclusive education cannot be attained in overcrowded classrooms (Interviewee 6, 2019).

In addition to what was said by a classroom teacher one of the students pointed out that;

.....we are not being involved in the classroom because of time allocated in a single period compared to our number. If teachers will apply cooperative learning in attaining inclusive education only few students will benefit from that because we are so many in the classroom and teachers are not able to help all the learners in a single or double period (Interviewee 7, 2019).

The findings indicate that, the larger number of students in the class affected implementation of cooperative learning in attaining inclusive education. Anania and Rwekaza (2014) discovered that, cooperative learning is being affected by many challenges including larger number of students. They pointed out that students are not well involved in inclusive education because of their number. In Tanzania the number of students in the classrooms exceeds the required ration which is 40 students. Therefore, cooperative learning is not well being implemented in Mwanza region because of overcrowded classrooms.

Shortage of Teaching and Learning Materials

Also, table 2 indicates that, shortage of learning materials affected cooperative learning in secondary schools because 40 percent of secondary school teachers and 42.5 percent of secondary school teachers identified that, many secondary schools lacks teaching materials that hinder them to

implement cooperative learning in attaining inclusive education. The findings imply that, the number of learning materials such as textbooks, and laboratory equipments were not relevant to the number of students in their schools. Researchers noted this during interview to some of the respondents conducted in their fields when one of the interviewees commented that;

.....yes I understand the role of cooperative learning but how can I implement it without enough learning materials. We aimed at providing inclusive education but we face challenges especially on the learning materials. Look at our Library what are inside can the apparatus and chemicals accommodate the number of students? Look at our library, we normally depends on the government to gives us books. The truth is that, our learning materials do not allow us to implement cooperative learning (Interviewee 10, 2019).

The findings in this study as shown in table 2 show that, cooperative learning faces the challenge of shortage of teaching and learning materials. The findings of the current study relate to what was discovered by Amedu, & Gudi, (2017) who come up with the findings that, cooperative learning is not well implemented because of some factors such shortage of teaching and learning materials. Therefore, the system forces teachers to be the source of knowledge in the classrooms. In relation to that some teachers prefers to use cooperative learning but they are being restricted by time, number of students in the classroom and shortage of teaching and learning materials because a single period is having 40 minutes while double period consist of 80 minutes that are not enough to conduct cooperative learning in the larger classes by using limited teaching and learning materials.

7.3 Strategies to Improve Cooperative Learning to Attain Inclusive Education in the Classroom

In this objective, researcher aimed at finding respondents' views on the strategies of improving cooperative learning in attaining inclusive education. Respondents pointed out various strategies that will improve cooperative learning in attaining inclusive education in Mwanza Region secondary schools. The findings were as presented in table 3.

Table 3: Strategies to Improve Cooperative Learning

Item	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Selection of English Language to be the medium of instruction from primary school to higher learning institutions	2	20.0	14	35.0
To reduce the number of students in the classrooms to required ratio of 40 students	6	60.0	17	42.5
To buy more teaching and learning materials based on the number of students	2	20.0	9	22.5
Total	10	100.0	40	100.0

Source: Field Data, 2019

Selection of English Language to be the Medium of Instruction from Primary School to Higher Learning Institutions

Table 3 present that, 20 percent of secondary school teachers and 35 percent of secondary school students suggested that, English language should be selected to be the medium of instruction from primary schools to higher learning institutions. The findings indicate that, poor English base of secondary school students in Mwanza Region is associated with the language of instruction in primary schools. English language is being taught as the subject in primary schools while in secondary schools English language is being used as the medium of instructions and all subjects are being taught in English except Kiswahili which is being taught as a subject. The use of Kiswahili as the medium of instruction in primary schools affect the use of cooperative learning in secondary schools since majority of secondary school students especially form one and two were not able to read, write and speak English language as reported by UWEZO (2010) that, majority of pupils in Tanzania complete standard seven without knowing how to read and write in English. The researchers noted that teachers and students were aware that, the best way of implementing cooperative learning in attaining inclusive education is to have a good English language base from primary schools. One of the interviewees suggested that;

We can only use cooperative learning if we receive learners who are able to read and write in English Language. Their English base can be a strategy towards making discussion on the formulated groups in the

classrooms but if we get learners who are not able to read and write inclusive education cannot be attained. Therefore, the government of Tanzania should select English Language to be the medium of instruction from primary schools to higher learning institutions (Interviewee 15, 2019).

The findings suggest that the language that is being used as the medium of instruction in secondary schools should also used as the medium of instruction in primary schools. This will help learners who join secondary education to have a base in English language that is being used in many subjects. Through English language skills, teachers will be able to formulate groups and allow students from the groups to make discussion on the given topic by using English language. This will improve not only cooperative learning but also will be a strategy in attaining inclusive education.

To Reduce the Number of Students in the Classrooms to Required Ratio of 40 Students

Table 3 indicates that, majority of respondents which is 60 percent of secondary school teachers and 42 percent of secondary school students suggested that, there is a need of reducing the number of students in the classrooms to required ration of 40 students in the classroom. The findings mean that teachers will be able to use cooperative learning if the class has 40 students. For example even if the teacher will form groups of ten students the class will have only four groups. Therefore, it will be easy for teachers to implement cooperative learning and attaining inclusive learning. One of the students suggested that;

.....cooperative learning can only work if the class has required number of students who will be manageable by the teacher. Therefore, I ask for the government and other educational stakeholders to construct enough classrooms in secondary schools in Mwanza Region to allow teachers to use cooperative learning in attaining inclusive education (Interviewee 20, 2019).

The findings show that, teachers and students are aware on the role of cooperative learning in attaining inclusive education as a result they ask educational stakeholders to support the development of educational sector in attaining inclusive education especially to developing counties like Tanzania. Wachanga and Mwangi (2004) suggested that for better improvement of cooperative learning the government should improve school infrastructures including buildings and facilities that will help secondary school teachers to implement cooperative learning in attaining inclusive education. If the schools will have enough infrastructures, students will get chances to learn in practical all subjects that are being taught in their schools such as agriculture, biology, chemistry, physics, English Language and other subjects.

To Buy More Teaching and Learning Materials Based on the Number of Students

Also, table 3 above indicates the suggestions of participants in improving cooperative learning in attaining inclusive education in secondary schools in Mwanza Region. The study in table 2 identified shortage of teaching and learning materials thus why the participants suggested the government to provide enough teaching and learning materials. From the findings 20 percent of secondary school teachers and 22.5 percent of secondary school students pointed out that the government should provide more teaching and learning materials that will help them to use the available materials in teaching and learning process in inclusive education. This will enhance inclusive education.

The findings obtained through interview with respondents identified their suggestions on the teaching and learning materials. One of the students suggested that;

Because of the shortage of teaching and learning materials sometimes we share 5 books in the whole class of 80 students. Therefore, we ask the government to supply enough books and laboratory equipments by considering our number.

This will help use to make discussions and undergo practical especially in science subjects (Interviewee 25, 2019).

The findings obtained in this study were similar to what was obtained by the study conducted by Wachanga and Mwangi (2004) and Yaduvanshi and Singh (2018) that availability of enough teaching and learning materials such as textbooks and laboratory equipments influence teachers to use cooperative learning that influence inclusive learning. Therefore, the suggested solutions to the government and other educational stakeholders should be implemented so as to implement cooperative learning in secondary schools in Mwanza Region for the attempt to enhance inclusive learning, innovation and creativity of learners.

VIII. CONCLUSIONS AND RECOMMENDATIONS

8.1 Conclusions

The study investigated on the role of cooperative learning in attaining inclusive education in the classroom, creativity and innovation in Mwanza Region- Tanzania. The study concluded that, cooperative learning have very significance role in attaining inclusive education such as it increase the performance of students, it involve students in teaching and learning process and it also help students to master English language. Also the study concluded that effective implementation of cooperative learning can lead to innovation, creativity and inclusive education. Therefore, from the above roles of cooperative education also, the study concluded that, cooperative was being faced by poor English Language base of students, shortage of teaching and learning materials and larger number of secondary school students in the classrooms that exceed the required ratio of 40 students. Lastly, from the above challenges the study through respondents concluded that, there is a need of the government and other educational stakeholders to construct enough schools infrastructures including classrooms to reduce the number of students in the classrooms, to buy enough teaching and learning materials in schools and also to use English language as a medium of instruction from primary schools. All these conclusions have been drawn from the findings of this study on the role of cooperative learning in attaining inclusive education in the classroom, creativity and innovation in Mwanza Region- Tanzania

8.2 Recommendations

The study has revealed the importance of cooperative learning in attaining inclusive education, innovations and

creativity, researchers recommended various issues so as to improve cooperative learning in attaining inclusive learning that;

- i. The government should formulate education policy, by-laws on cooperative learning to guide secondary schools teachers to implement it. This should be done with strong supervision in the secondary schools so as to attain inclusive education
- ii. Cooperative learning should base on building capacity among students in speaking, reading, writing and speaking through practical forms in the classroom.
- iii. Student teachers and teachers should be trained and re-trained to implement cooperative learning in secondary schools based on the challenges they face.

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